

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Nov 27 – Dec 1, 2017 Week: 16

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): TCS 4: Students will understand the relationships between personal qualities, education and training, and the world of work to make informed career decisions.	Do Now: Guided Instruction (<i>We do</i>)- Discuss how many students have a job, have had a job, have ever done a resume? Opening: Focused Instruction (<i>I do</i>)- Overview the week's work on learning about resumes Work Session: Guided Instruction (<i>We do</i>)- Discuss the elements of General information, Heading and Objective Independent Learning (<i>You do alone</i>)- write a draft objective for the resume you will be working on in class later in the week Closing: Guided Instruction (<i>We do</i>)- Exit Slip – what is the purpose of the objective on a resume? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other • Exit Slip	Formative: Teacher Observation Q&A Draft objective Exit Slip Summative:
	Purpose: To provide students experience with the thought behind and intent of a resume in particular the elements of general information, heading and objective. A draft resume will be created in pieces throughout the week.			
Tues	Standard(s): TCS 4: Students will understand the relationships between personal qualities, education and training, and the world of work to make informed career decisions.	Do Now: Guided Instruction (<i>We do</i>)- discuss difference between a skill and an asset Opening: Focused Instruction (<i>I do</i>)- Overview the work session elements of Personal skills and assets and education Work Session: Guided Instruction (<i>We do</i>)- discuss in detail the elements of personal skills and assets and education Independent Learning (<i>You do alone</i>)- on separate sheet of paper put the heading, objective, personal skills and assets and education as a draft resume Collaborative Learning (<i>You do together</i>)- trade your draft with a partner for their feedback Closing: Guided Instruction (<i>We do</i>)- TOTD – what recommendation did your partner suggest that you used? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other • TOTD	Formative: Teacher Observation Q&A New elements TOTD Summative:
	Purpose: To continue to provide students experience with the thought behind and intent of a resume in particular the elements of personal skills and assets and education. A draft resume will be created in pieces throughout the week.			
Weds	Standard(s): TCS 4: Students will understand the relationships between personal qualities, education and training, and the world of work to make informed career decisions.	Do Now: Guided Instruction (<i>We do</i>)- discuss how do you get experience if all the jobs as for experience to get the job? Opening: Focused Instruction (<i>I do</i>)- overview the work session elements of experiences and references Work Session: Guided Instruction (<i>We do</i>)- discuss in detail the elements of experiences and references Independent Learning (<i>You do alone</i>)- on your draft resume add you're experiences and references Collaborative Learning (<i>You do together</i>)- trade your draft with a partner for their feedback Closing: Guided Instruction (<i>We do</i>)- Exit Slip – what recommendation did your partner suggest that you used? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other • Exit Slip	Formative: Teacher Observation Q&A New elements Exit Slip Summative:
	Purpose: To continue to provide students experience with the thought behind and intent of a resume in particular the elements of experiences and references. A draft resume will be created in pieces throughout the week.			

Thurs	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 (Lab 216) Opening: Focused Instruction (<i>I do</i>)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (<i>You do alone</i>)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (<i>We do</i>)- How many have been unable to complete the assignment? Home Learning:			<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Achieve 3000 	Formative: Teacher Observation Q&A Achieve requirements
	Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment.					Summative:
Fri	Standard(s): TCS 4: Students will understand the relationships between personal qualities, education and training, and the world of work to make informed career decisions.	Do Now: Guided Instruction (<i>We do</i>)- discuss whether it is better to write your own resume or have a professional do it for you Opening: Focused Instruction (<i>I do</i>)- discuss how the draft resume will be rewritten by hand Work Session: Independent Learning (<i>You do alone</i>)- Write/ up your resume and turn it in for a grade Collaborative Learning (<i>You do together</i>)- have a partner check your work before you turn it in!! Closing: Guided Instruction (<i>We do</i>)- Muddiest Point – what was the most difficult part of creating a resume and why do you think it was Home Learning			<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Muddies point 	Formative: Teacher Observation Q&A Muddiest Point
	Purpose: To given the students an opportunity to take the information they have learned this week and produce a product for a grade to validate their level of mastery and understanding.					Summative: Final resume